



Portland Public Schools

Enrollment & Program Balancing Phase 2

Welcome



**PORTLAND
PUBLIC
SCHOOLS**

December 2, 2021



As we get started...

Please change your name in Zoom to include:

- Your pronouns
- Your role in the coalition



December 2, 2021



Land Acknowledgement and Anti-Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. These statements bring visibility to the first peoples of our collective home. This statement is meant to provide information and context while also encouraging all of us to reflect on our current day relationship with Native people and Native experiences.

We acknowledge that we live, work and play on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, Molalla. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We honor their history and acknowledge the sacrifices they made.

Let us also acknowledge the robust present-day federally recognized tribes of this area; the Grande Ronde, Siletz and Cowlitz. In addition, I would like to acknowledge the Chinook Nation, who has been seeking federal recognition for many years.

The urban Indian community is made up of tribal diversity that originates from around the country representing 400 tribes. The urban Indian community has a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.





Land Acknowledgement and Anti-Oppression Statement

Today, these tribes and communities celebrate their heritage, showing resilience and tenacity that would be greatly admired by their ancestors.

Within Portland Public Schools today we serve students and families representing more than 150 different tribal nations within our education system. It is our obligation to teach accurate information, past and present, about the impact of colonization on our students, all students today and make visible the multitude of Native families and many diverse ways Native communities and families are living in the present.

We encourage every person to reflect on their own history; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These two communities and the atrocities committed against them are intrinsically intertwined due to our existence within a white supremacist world. Everything we have is due to stolen land and stolen labor, and every system and institution that impacts our lives is built upon this legacy. It is our job to speak that truth into spaces so that we can begin to heal.

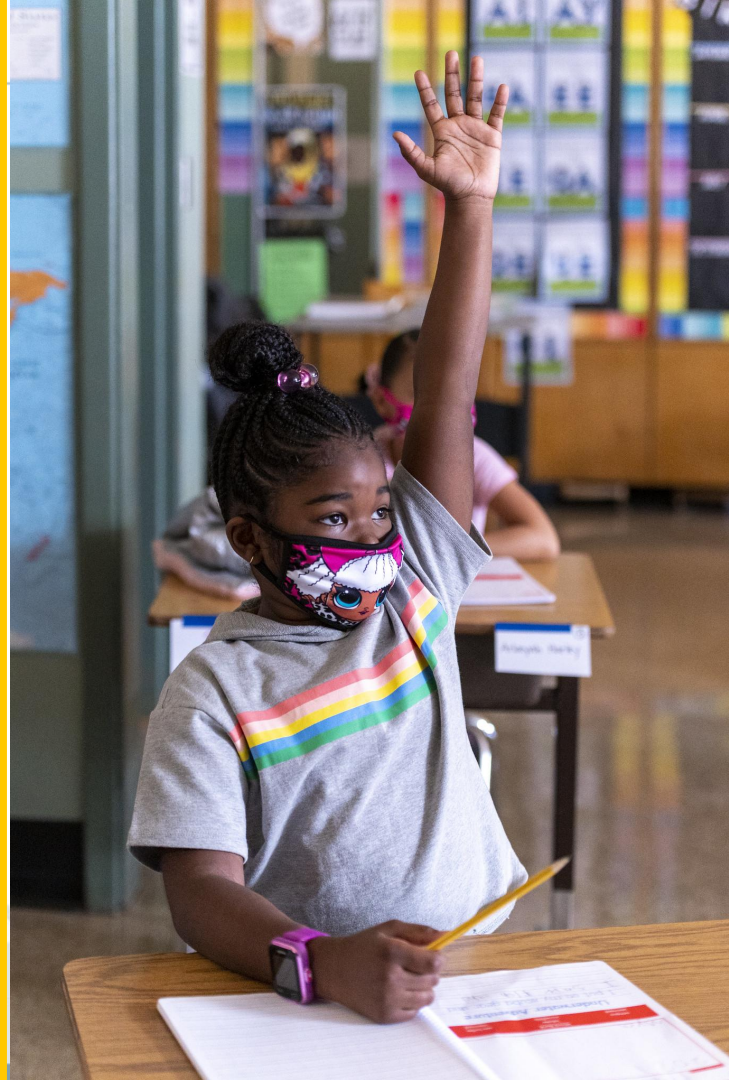




Welcome

Meeting Agenda:

- Board Update
- Co-chair corner
- Proposal C
- Engagement Process



Group Agreements

1. Stay Engaged
2. Speak your truth responsibly
3. Listen to understand, to believe
4. Be willing to do things differently and experience discomfort
5. Expect and accept non-closure
6. Take space. Make Space
7. Ensure each person in the room has a chance to speak
8. Respect each others' voices and views



Breakout Rooms

Please note that the public will not be able to listen live to the breakout rooms. However, those sessions will be recorded and will be available on the Enrollment & Program Balancing website by Friday afternoon.





Board Update





Co-Chair Corner



Co-Chair Corner

- Data on student outcomes in co-located DLI programs
- Process: When do we need to determine the elements in the final scenario so that we can work specifically on boundaries, and how many meetings will we have to do that?
- Timeline: Only one more meeting in December; SEGC recommendation to board by 1/18?
- Clarity on middle school assignments for fall of 2022
- Supplemental materials showing impact of CSS as a K-5?





Proposal C





Overarching Modeling Drivers

Board Charge

Convert Harrison Park from a K-8 to a comprehensive Middle School

Harrison Park K-5 relocates to a new location

Increase enrollment at Lane Middle School



Proposal Modeling Drivers

Programmatic guidelines to accomplish the Board's Charge:

- Preferred middle school enrollment above 500 students
- Preferred elementary school enrollment above 270 students
- Preferred classroom use within 80% of capacity, not including modulares.
 - New modulares can be included
- Avoid moving boundaries across major arterial streets where possible



Proposal C Modeling Drivers

Programmatic guidelines to accomplish the Board's Charge:

- A.** Whole-school K-5 DLI is preferred, but balanced co-location is acceptable
- B.** No single strand neighborhood programs on co-located campuses
- C.** Avoid multiple DLI programs at a single middle school ideally
- D.** Creative Science will remain in Southeast as a K-8
 - Consider partner school sites that have initial space for both programs
 - Supplemental info with only K-5 CSS for reference



Draft Proposal C

Scenarios should be evaluated for their long-term and regional impacts. Phased implementation and high school changes will be recommended to the Board by district staff.



Scenario Summary

Middle schools: Harrison Park retains Chinese DLI and adds Spanish DLI to support Lent now feeding into Harrison Park. Harrison Park boosts enrollment through attendance area expansion. Lane boosts enrollment through attendance area expansion.

Elementary schools: Clark becomes the neighborhood K-5 school for Harrison Park. Clark obtains Chinese DLI program from Harrison Park K-5. Bridger becomes CSS K-8 location. Lent and Atkinson each receive a strand from Bridger Spanish DLI program. Lent feeds into Harrison Park to bolster enrollment and provide a MS Spanish DLI path. Atkinson now feeds into Kellogg, Vestal into Mt. Tabor, and Lewis into Lane.

K-8 schools: Creative Science is moved to Bridger and enrolled through the neighborhood.



Grade Reconfiguration & Enrollment Policy Changes

Configurations



Harrison Park (K-8 to MS)

Spanish, Chinese



Clark (K-8 to K-5)

New neighborhood feeder to Harrison Park MS



Enrollment Policies

Bridger (K-5 to K-8)

Creative Science enrolled primarily through its neighborhood, similar to Sunnyside Environmental.

Requires use of modulars.



Neighborhood School



Neighborhood School Co-Located w/ DLI



Focus Option/DLI Lottery School



Elementary School (K-5)



K-8 School



Middle School (6-8)

Draft Proposal C










Southeast Schools and Programs Unaffected

Schools

-  Abernethy
-  Duniway
-  Grout
-  Kelly
Russian
-  Llewellyn
-  Richmond
Japanese
-  Sunnyside
Environmental

Programs

- Spanish DLI at  Lent (additional DLI from Bridger)
- Chinese DLI at  Woodstock
- Japanese DLI at  Mt. Tabor
- Russian DLI at  Lane
- Chinese DLI at  Hosford
- Spanish DLI at  Roseway Heights
- Vietnamese DLI at  Roseway Heights



Neighborhood School



Neighborhood School Co-Located w/ DLI



Focus Option/DLI Lottery School



Elementary School (K-5)



K-8 School






Middle School (6-8)

Draft Proposal C



K-5 & K-8 Program Moves

Current Site Program → Proposed Site

Harrison Park	K-5 Chinese DLI		Clark
Bridger	K-5 Spanish DLI		Lent & Atkinson
Clark	K-8 Creative Science <i>(converts to n'hood focus program)</i>		Bridger

Middle School Program Moves

Current Site Program → Proposed Site

Mt. Tabor	6-8 Spanish DLI		Kellogg
Kellogg	6-8 Spanish DLI <i>(only Bridger Strand)</i>		Harrison Park



Neighborhood School



Neighborhood School Co-Located w/ DLI



Focus Option/DLI Lottery School



Elementary School (K-5)



K-8 School



Middle School (6-8)

Draft Proposal C







K-5 Boundary Changes

(see maps for detail)

From	→	To
 Arleta		Creston, Woodmere, Woodstock
 Atkinson		Creston
 Bridger		Atkinson
 Creston		Arleta
 Glencoe		Vestal
 Harrison Park		Clark, Lent
 Lewis		Whitman, Woodstock
 Marysville		Clark, Lent, Woodmere
 Woodmere		Whitman
 Woodstock		Arleta, Woodmere

6-8 Boundary Changes

(see maps for detail)

From	→	To	Including Feeder Change
 Harrison Park		Bridger, Kellogg	
 Hosford		Lane, Kellogg	
 Kellogg		Bridger, Harrison Park, Lane, Kellogg	Lent to Harrison Park
 Mt. Tabor		Harrison Park, Kellogg	Atkinson to Kellogg
 Roseway Heights		Mt. Tabor	Vestal to Mt. Tabor
 Sellwood		Hosford, Lane	Lewis to Lane

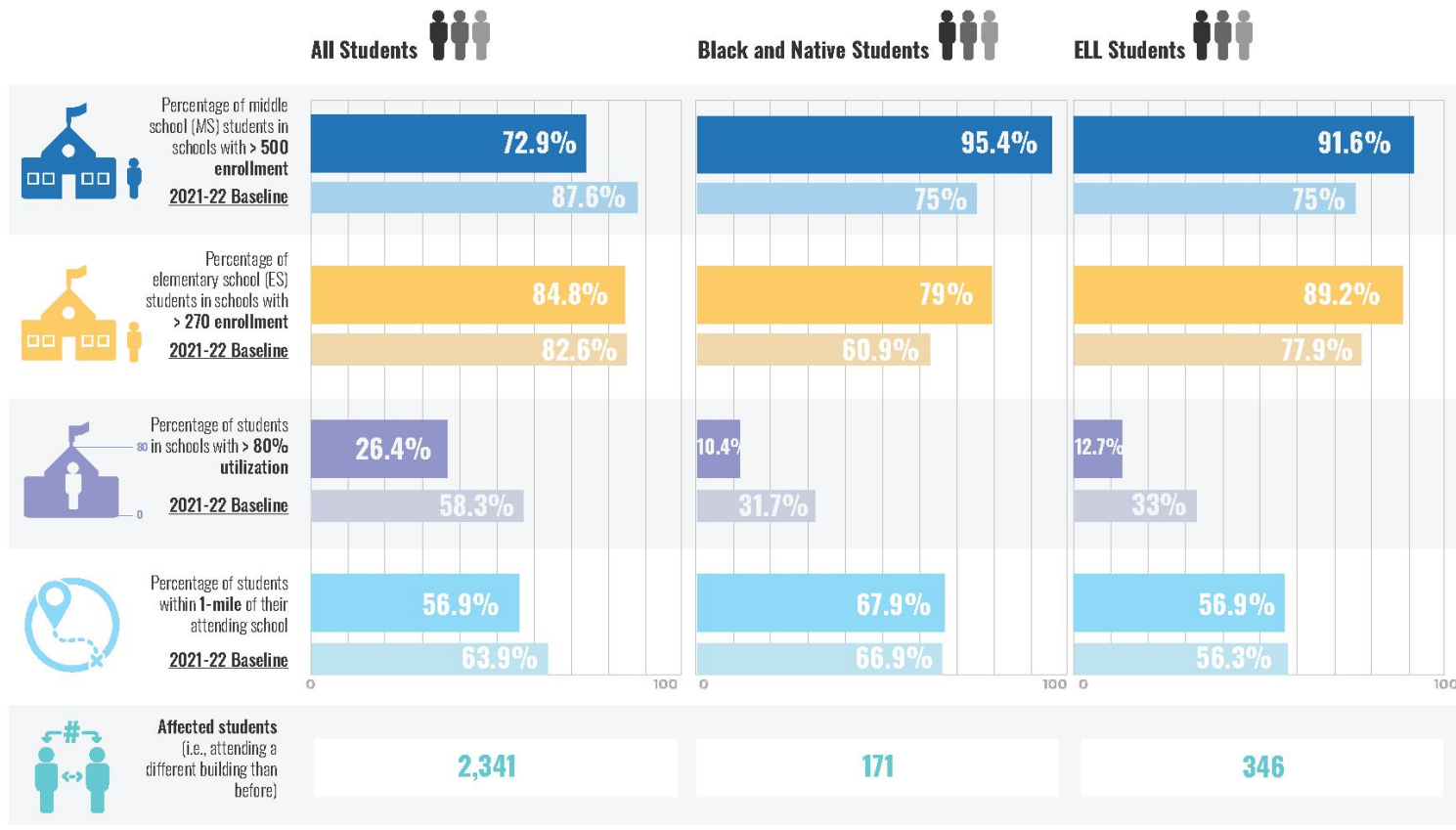


Neighborhood School
Neighborhood School Co-Located w/ DLI
Focus Option/DLI Lottery School



Elementary School (K-5)
K-8 School
Middle School (6-8)

Draft Proposal C – Racial Equity Impact





Draft Proposal C

1. Convert Harrison Park to a Middle School

- Relocate Harrison Park K-5.

Draft A	Draft B	Draft C
Harrison Park Becomes 6-8		
Harrison Park K-5 moves to Clark		
CSS currently at Clark needs a location		



Draft Proposal C

2. Creative Science School relocates and becomes a K-8 focus option/neighborhood school

Draft A	Draft B	Draft C
CSS at Woodstock	CSS at Arleta	CSS at Bridger
<u>Near-term implementation:</u> CSS K-8 students join current K-5 students at schools with most space for all		
<u>Modeling long-term impact:</u> CSS K-8 students assigned to their neighborhood school based on residence		
<u>Modeling long-term impact:</u> Redraw neighborhood boundary to meet enrollment expectations (~450 total)		
<u>Modeling long-term impact:</u> Neighborhood students enroll roughly half of school, lottery enrolls other half		
<u>Modeling long-term impact:</u> Estimates applied for where lottery students will come from (mostly nearby n'hoods)		



Draft Proposal C

3. Consider Co-Located DLI programming

<u>Draft A</u> - Focus on whole-school model with locations near native speaking students	<u>Draft B</u> - Focus on whole-school model while retaining program locations at or near their existing locations	<u>Draft C</u> - While not preferred, allow for continued co-location
Harrison Park MS hosts all southeast Chinese and Spanish DLI	Harrison Park MS hosts Spanish DLI feeding from Bridger. Lane hosts all southeast Chinese DLI.	Harrison Park MS retains existing Chinese and hosts Spanish DLI feeding from Lent
Lent Spanish DLI - whole school lottery Atkinson and Bridger programs to Lent <i>Feeds into Kellogg MS Spanish DLI</i> Boundary dissolves to create whole school lottery	Lent Spanish DLI - whole school neighborhood model <i>Feeds into Kellogg MS Spanish DLI</i> Boundary modifications to meet enrollment minimums	Lent Spanish DLI - co-located with neighborhood Grows by adding one strand from Bridger <i>Feeds into Harrison Park Spanish DLI</i> Boundary expands to create balanced neighborhood prgm
Bridger Chinese DLI - whole school lottery Woodstock and Harrison Park programs to Bridger <i>Feeds into Harrison Park MS Chinese DLI</i> Boundary dissolves to create whole school lottery	Bridger Spanish DLI - whole school lottery Atkinson program to Bridger <i>Feeds into Harrison Park MS Spanish DLI</i> Boundary dissolves to create whole school lottery	Atkinson Spanish DLI - co-located with neighborhood Grows by adding one strand from Bridger <i>Feeds into Kellogg Spanish DLI</i>
	Woodstock Chinese DLI - whole school lottery Harrison Park program to Woodstock <i>Feeds into Lane MS Chinese DLI</i> Boundary dissolves to create whole school lottery	



Draft Proposal C

4. Meet minimum enrollment targets enrollment

Draft A	Draft B	Draft C
Revisions to boundaries and feeder patterns to balance enrollment due to programmatic placement shifts		And attempts to utilize main roads as boundaries – a trade-off that cannot always achieve enrollment targets





Large Group Q & A

10 MINUTES





Break

10 MINUTES



Proposal C

Quick Check-in - Duos (10 min)

- **What elements of this proposal work well and what moves furthest from what supports your community?**
- **What attributes of these create the greatest benefit to your community and the SE as a whole?**



Proposal C

Small Breakout Groups (45 min)

- **What elements of this proposal work well and what moves furthest from what supports your community?**
- **What attributes of these create the greatest benefit to your community and the SE as a whole?**





Small group report out

10 MINUTES





Engagement

Black, Indigenous & Student of Color (Students Only)
Monday, December 6th, 4:30pm-6:00pm

Spanish-Language Monday, December 6th,
6:30pm-8:00pm

Mandarin-Language Tuesday, December 7th,
4:30pm-6:00pm

Black, Indigenous, & People of Color Tuesday, December
7th, 6:30pm-8:00pm

Phase 2 SEGC Open House Wednesday, December 8th
6:00-8:00pm

PAT General Session Thursday, December 9th,
4:30pm-6:00pm **(RESCHEDULED)**

Russian-Language Monday, December 13th,
4:30pm-6:00pm

Somali-Language Monday, December 13th,
6:30pm-8:00pm

Vietnamese-Language Tuesday, December 14th,
6:30pm-8:00pm

Cantonese-Language Wednesday, December 15th,
4:00pm-5:30pm

RESJ Partners Only, December 13th & 16th



Engagement

The Open House will serve as a tool for the community to learn the goals of Phase 2, themes we've learned that have informed the 3 proposals, and to get involved with the enrollment balancing process.

To make the best, most equitable decisions, we need feedback from families and students who will be impacted by changes in boundaries and program locations, and in particular from our BIPOC (Black, Indigenous and People of Color) and non-native, non-English speaking families.

A series of engagement sessions will be held in Spanish, Mandarin, Cantonese, Vietnamese, Russian and Somali, as well as sessions for BIPOC families and BIPOC students only.





Next Steps

Focus Groups and Open House (12/8) will be next week through the 16th of December

